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ABSTRACT

The Family Literacy Project at the Dr. Charles E. Gavin School in Chicago Heights, Illinois, brings together a community college adult education program, an early childhood program, and a local school district. This report of the Prairie State College Family Literacy Project assesses the needs for family literacy among the families in the Gavin School neighborhood. Goals were to document the nature of the community, determine the interests and perceived needs of adult family members, empower the community members, and raise awareness in the community of the program and recruit participants. Emphasis was on data collection and this report reflects that focus. The majority of families in the area were found to be African American and Hispanic, to have high rates of high school dropout parents and teenage mothers, to have lived in the area an average of 12 years, and to have relatively low levels of parent involvement in the schools. Parents and teachers differed on types of activities perceived to be needed for parents, with teachers ranking the need for parenting skills highest. Additional demographic data are reported and the survey form and responses are appended. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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GAVIN FAMILIES

A REPORT

PAUL NEUFELD WEAVER

AND THE STAFF OF THE

FAMILY LITERACY PROJECT

PRAIRIE STATE COLLEGE

SEPTEMBER, 1991

U.S. DEPARTMENT OF EDUCATION
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A debate is raging today across the United States about the state of our public schools. Are we doing the best we can to teach our children? What are we, teachers, parents, administrators, doing wrong? What are we doing right? This report is part of an effort to answer those questions at one school on the east side of Chicago Heights: Dr. Charles E. Gavin School. This effort has brought together educational institutions which often have no more to do with each other than to pass along students from one level to the next. A community college adult education program, an early childhood program, and a local school district have put together a program which works to educate the whole family, bringing the family together for learning, and bringing education back to its most fertile soil, the home.

"Gavin Families" is the result of our participation in the Family Literacy Program Development and Evaluation Project over the last six months. Through the funding and technical assistance of the Illinois Literacy Resource Development Center, we were able to collect detailed data about the needs of families in the Gavin community by talking to and surveying teachers and parents of children at the school. We found that parents want and need a program that offers not only standard adult education classes such as GED and ABE, but also parent support groups, typing and word processing classes, computer workshops, jazzercize, activities to build self-esteem, and parent-child interactive learning.

We also found that Dr. Gavin school is a place that parents value and feel at home in. I invite you to study this report and share with us your ideas about how the Family Literacy Project can better serve the Gavin community. Come to Dr. Gavin School, and as families, let's empower ourselves through learning!

FL 800535

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GAVIN FAMILIES

Report of the Prairie State College Family Literacy Project on a project to determine the needs of parents in the Dr. Gavin School community funded and resourced by the Illinois Literacy Resource Development Center, February - September, 1991

September 20, 1991

Prairie State Family Literacy(a description)

We are a cooperative effort between Prairie State College(a community college), Chicago Heights School District 170, Park Forest and Chicago Heights School District 163, and the South Metropolitan Association's Family Enrichment Project. Within those institutions, our project specifically links PSC's Adult Education Department, 170's Pre-Kindergarten(3-5 year olds) and Dr. Gavin School(K-6th grade), 163's PReP(3-5) and SMA's FEP(0-3).

Our primary focus in services is adult education classes: Adult Basic Education(pre-GED) in both English and Spanish and English, as a Second Language(ESL). ESL and ABE are both offered as day or evening options. We also pay for our parents' tuition for college level credit classes in keyboarding and wordprocessing as a transition into college-level work. Free transportation and free child care is provided for all day-time classes. In coordination with the Family Enrichment Project we have provided Jazzercize and plan to provide parenting classes in both English and Spanish. Please see below for new Parent and Child Together(PACT) activities. Please see the attached chart for full description of services provided.

Our goal is to create a home environment which nourishes literacy in all members of the family.

Eligible for our program are all adult family members of 0-3 and 3-5 at risk programs in school districts 163 and 170, and K-6 at Dr. Gavin School. Currently, primarily mothers are invoved. Gavin School: 35 out of 385 children(Spring, 1991), Garfield School: approximately 100 parents out of 60 pre-k children, 54 PReP children, and 120 FEP children. Keyboarding and Word Processing would include approximately 40 additonal from all programs. (These numbers are estimates as we are still in the process of fall registration, included are spring, summer, and fall, 1991.)(Fall, 1991 registration in all classes has just passed 100. I would estimate that by October 30 we will have about 140 adults participating out of 619 children in the program. We do also admit parents of children who are on a waiting list and will probably be in the program this year.)
(Something we still have not done is compile exact numbers for every semester of participation in every activity and from each program.)

It seems that we are constantly changing and adding to what we do. Since the initiation of the evaluation project in February, we have added the following "family workshops" which are parent and child together activities:

March: Family Computers using Logo software in "The Computer as an Intellectual Development Tool"(March, May, August) included training of instructors who then taught parnent/child class.(children 8-13 and parents)

July: Family Story Time(Cuentos Infantiles) parent child summer reading program at two public libraries, included day/night and Spanish/English options. Included trips to children's bookstores and to a children's play.(children 3-10 yrs old and their parents)

August: Parent/child play group-structered play time emphasizing pre-literacy skills and parent/child interviews.

THE EVALUATION PROJECT: "An Assessment of the Educational Needs of families in the neighborhood of Dr. Charles E. Gavin School on the east side of Chicago Heights, Illinois."

As a result of being selected to participate in the ILRDC(Illinois Literacy Resource Development Center) evaluation project, we developed the following plan. The ILRDC team made two site visits and numerous phone consultations and correspondence, through which a plan was developed. Particularly significant was the diological nature of this process, with the ILRDC team's role being to listen carefully to our responses to their questions, then to put that in writing, along with suggestions for the next step. We then read, processed, and responded to that, which was then follwed by a repeat of the process. Also important was inclusion of parents and part-time staff, as well as the project coordinator in the process.

Following is a summary of the different steps in the process: goals, instruments, administration, data, conclusions and recommendations, and next steps.

The Goals of Our Evaluation Project

Our evaluation project focused on assessing the needs for family literacy among the families in the Dr. Gavin School neighborhood. This was chosen to facilitate the development of a new program to provide family literacy services to this community. In November, 1990, the Illinois State Board of Education had had asked our project to expand our family literacy focus from families of 0-5 year olds to include K-6th grade families at Dr. Gavin School, part of the accelerated school network.

Our evaluation project has four goals:

1. Document the nature of the community. This is census-type information, or demographic information, including the following:

-number of adults and related children in the area
-number of above eligible for our program
-ages, cultural identity, and gender
-educational level of adults and reason for leaving school
-general literacy level of adults and children
-economic status of the families

This information will be gathered from school records, census data, etc. Upon consultation with the ILRDC team, it was determined that this would not be the primary goal of our needs assessment. However, this information is still important to collect and consider in order to properly understand the community and its needs.

2. Determine the interests and perceived needs of the adult family members of children enrolled in Dr. Gavin School; specifically, needs which might be met through the family litercy program.

This was the <u>heart</u> of our effort. Through the evaluation project process, the ILRDC team helped us decide that this was the primary goal, and should be the focus of our survey.

3. Empower the community members through the process of involving them directly in the design, development, and implementation of the survey, the hiring of staff, and of the program itself.

4. Raise awareness in the community of the program and recruit participants

through the process of conducting the survey.

The consulting team recommended that goals 3 and 4 be secondary goals, so that we could better focus on the actual needs assessment(goal 2). However, with the goals of the larger program in mind, we made an effort to incorporate these two goals into the design and conduct of the surveys as much as possible.

qu The guiding questions are "In what ways are Gavin parents already involved in adult education, in the Family Literacy Project, in Gavin School, and in the education of their children?" and "What should the Family Literacy Project be doing in the Gavin community?".

Design of the Surveys

It was determined that we would do two surveys; the first would be given to all the teachers at Gavin School, and the second to 30-40 randomly selected families of children at Gavin school. A meeting in December, 1990, between Paul Weaver, FLP coordinator, Yvonne Robinson, Gavin Principal, Gwen Browder and Diane Woods, Gavin Pre-K teachers, and Estelle Abraham, a parent of a pre-K child and a former participant in the FEP, was where the original decision to do a survey had been made.

The decision to do two surveys came out the ILRDC process. The teacher's survey was drafted during a meeting with teachers(Gwen Browder, Betty Stevens, Yolanda Hughes, and Diane Woods) in May, then refined by Paul Weaver. The parents survey was drafted by Paul Weaver and Chicago consultant Sharon Powell(incorporating most of the questions on the teachers survey) and then critiqued by Paul Weaver, parent Terri Jenkins and child care worker Romanus Ubamadu who is very familiar with the community. Sharon Powell then

prepared the final version of the survey.

Administration of the Surveys

Teachers: Paul Weaver went to an all-teachers meeting to explain the program and the survey. Then the meeting was held with the four teachers to discuss the program and draft the teachers survey. The teachers survey was placed in each teacher's mailbox with a request to return it by a certain deadline(about 3 days). The principal, Mrs. Robinson, made an announcement reminding the teachers that they should return the survey(this was important). 12 of 17 classroom teachers returned the survey.(The two "title I" teachers did not.)

Parents: A consultant (Sharon Powell) was hired with money from the ILRDC grant. Two parents were hired to administer the survey with Sharon Powell(one of these parents was selected by Paul Weaver; she had participated in may FLP, FEP, Pre-K, and Gavin School programs, the other emerged through the interview process and had not been extensively involved in the programs).

A random sample was gathered of all the children attending the school in 1990-91 school year. Every 7th name was chosen from 385 student information cards organized in alphabetical order, producing 55 names. Our goal was to find and interview 30-40 of these, to include approximately 10% of the Gavin School families. We decided to fill out the surveys through an interview process, primarily to insure a greater response rate, and so that noone would be excluded because of limited literacy.

Interviews were conducted the last week of August and the first week of September, 1991, both at Gavin School(people were called and asked to come in for interviews) and in homes(of the respondents).

In order to reach 30 interviews, some families were added to the group. These were drawn from families coming to the school to register their children, or from asking families in the community if they had kids at Gavin school, and then interviewing them. Unfortunately, this process may have produced results which are less representative than our original sample was.

The Data

Demographics:

Attached please find copies of census bureau tract information on population and city reports from the 1990 census, as well as comparisons of information from the 1980 census(since much information is not yet available from the 1990 census.)

I have included here data from all three communities surrounding the three schools which our program is to serve. From this data we discover, for 1990:

-population of Gavin area community(includes part of Lincoln school area) is 3388, which breaks down as (bounded by RR(W), 16th(S), State(E), Joe Orr Rd(N)-census tract 8290)

	all ages	number and percent of group who are under 18		percent of all children
-3388 total		1354	40%	100%
-3258 blacks(96 5%),		1315	40%	97.1%
-78 hispanics(2%),		32	41%	2.4%
-41 whites(1.2%)		5	12%	0.4%
-10 Native Americans(.3%),		2	20%	0.1%
-1 other.				

-population of Garfield School area community(includes most of McKinley area, which is fairly similar in makeup) is 4871 (bounded by Euclid & RR(W), State(E), 16th & Independence(N), 25th(S)-census tract 8291)

-4871 total		1513	31%	100%
-2279 hispanics	46.8%	958	42%	63.3%
-1566 white	32.1%	237	15%	15.7%
- 994 black	20.4%	309	31%	20.4%
- 32 other	0.7%	9	28%	0.5%

-population of Beacon Hill School neighborhood (bounded by Western(W), Euclid(E), RR(N), RR(S), 26th(S) - census tract 8294.01(for numbers-1990) 8294(for boundaries-1980)

-2090 total		870	42%	
-1903 black	91.1%	816	43%	93.8%
- 94 hispanic	4.5%	41	44%	4.7%
- 87 white	4.2%	9	10%	1.0%
- 6 other	0.3%	4	67%	.5%

While many observations could be made from this data, I will, because of time and space, limit myself to three.

First, it is clear that in all areas, the majority of families are African American and Latin American(specifically, in Chicago Heights, Mexican American). The Gavin/Lincoln community is 97% African-American, the Garfield/McKinley community is 47% Mexican-American, 32% European-American, and 20% African American, and the Beacon Hill neighborhood is 91% African-American. All three communities are in Chicago Heights, but, in contrast, the breakdown for Chicago Heights as a whole is: 50% European-American(or white), 35% African American, 15% Latin American, and 0.5% other. So, while only 31% of the population of Chicago Heights(10349/33072) lives in these three areas, 49% of Latin Americans and 53% of African Americans in Chicago Heights live in these three areas.

Second, the percentage of the population under 18 years old significantly varies considerably by ethnic group. In Chicago Heights 30% of the population is under 18 years old. In our areas it is consistently near 40%, which means that in these communities there are many more children. There is a very interesting and very important exception to this. Only 10-15% of European Americans in these communities are

children. Apparently, those who have remained in the communities are overwhelmingly families without children. This is particularly significant at Garfield School, where 32% of the pop. is European American, while only 15% of the children are. So while 42% of the community is Latin American, 63% of the children are.

Thirdly, We can see from these figures the total number of children in the three communities-3737. This is significant since this is the number of children eligible, with their significant adults, for our program, assuming we were to expand to include all ages of children.

Two other pieces of demography of interest here is related to the characteristics of the parents. The high school drop out rate and the rate of teen parenthood are shown in statistics from the early 1980's compiled by Evelyn Kraemer and James Robinson.

The drop-out rate can give us an idea of the number of adults in the community who need literacy services. Bloom High School District, which serves Chicago Heights, had the second highest drop-out rate of 28 suburban districts, and the highest in the south suburbs. If an average of 8.5% of students at Bloom drop out every year, that is 30% over four years, not counting those who may be missed in some other way. It is probably safe to assume that in our three communities the concentration of drop-outs is higher. A safe estimate may be that one half of all parents in our communities do not have a high school diploma.

In Chicago Heights, 20% of all babies are born to teenage mothers. In East Chicago Heights, a neighboring community which closely approximates the Gavin Community, 33% of all babies are born to teen mothers.(1982-84) These mothers are unlikely to finish school, and may not be prepared to be parents.

Next steps on demographics: when available, 1990 data on income and education, especially at the tract level.

This data would also be good to use in classes with parents, to help them to analyze their own reality.

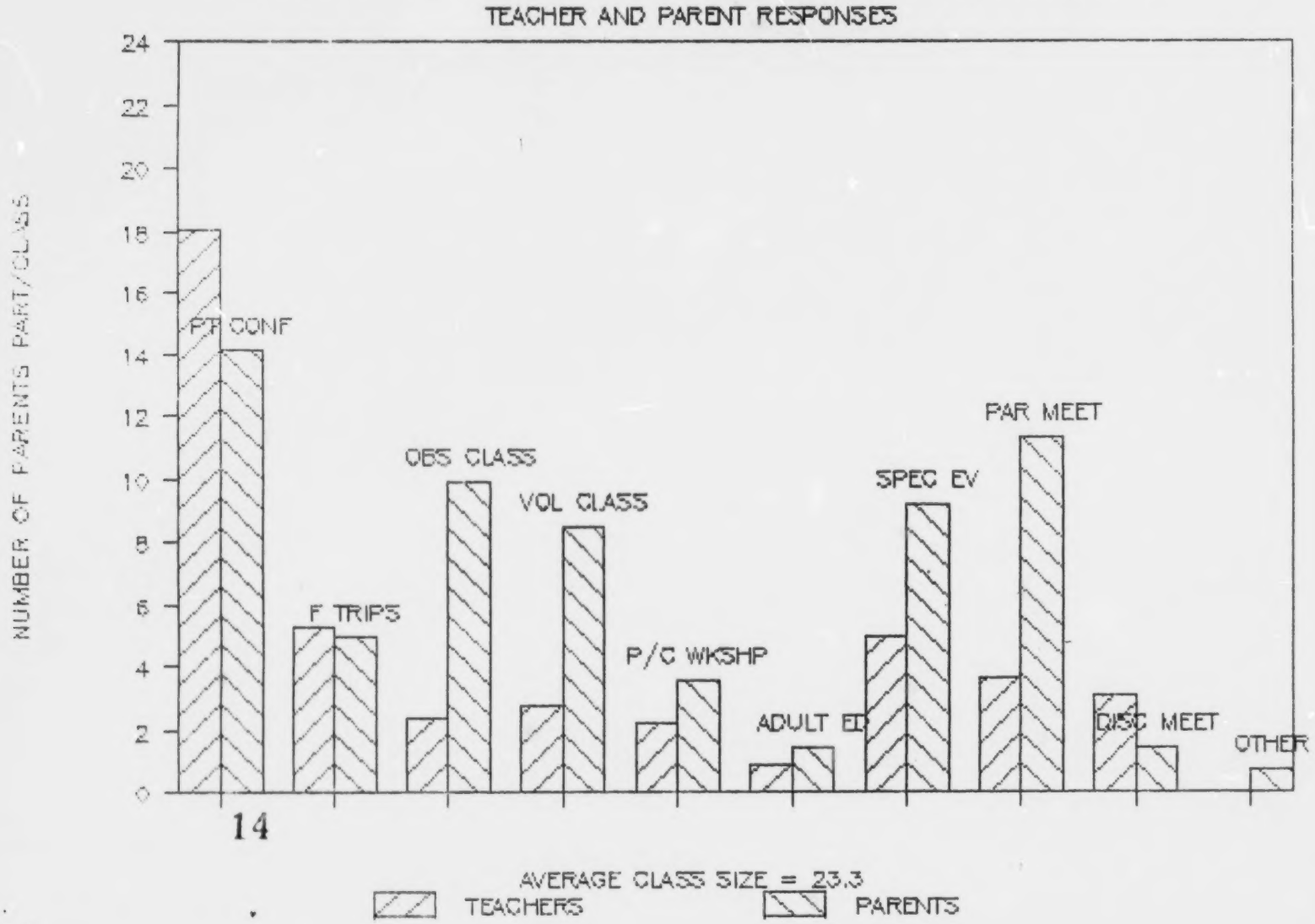
Teacher and Parent Responses

In the discussion of the teacher's survey, please refer to the compilation of results and the graph of parent participation.

In looking at current participation levels, it is encouraging that 78% of parents came in last year for a parent teacher conference. However many of those may have come in only once or twice, and the levels of participation in all other activities is much lower. About 20% of parents, according to their child's teacher, participated in field trips and special events at least once during the year. About 10% attended parent meetings and disciplinary meetings. Below 10% were: parent/child workshops, volunteering in the classroom, and observing a class. At the bottom (3%, or 1 parent per class) was attendance at adult eduation(GED or ABE) classes. However, it is possible that teachers were not aware of all parents enrolled in adult ed. Still, if half are lacking a high school diploma, and we know from experience that many others lack basic literacy skills, 3% is very low.

Parents also indicated that parent-teacher conferences is where they participated the most in the school. They also agreed that about 20% of them had participated in field trips, and that very few(6%) attended GED classes. However, in over half of the areas on this part of the survey, parents disagreed significantly(by 50% or more) with the teachers estimates. (This may be due in part to the small size of the parent sample or parent over-estimation of their participatin, but I think it also genuinely reflects some difference in perception.) Parents said they observed classes and attended parent meetings four times as often as teachers said they did which would boost participation from around 10% to nearly 50% in these activities. Three times

PARENT PARTICIPATION DR GAVIN SCHOOL



as many parents said they volunteered in class, and nearly double the number of parents say they have attended special events. Interestingly, fewer parents than teachers recalled attending disciplinary meetings or parent-teacher conferences.

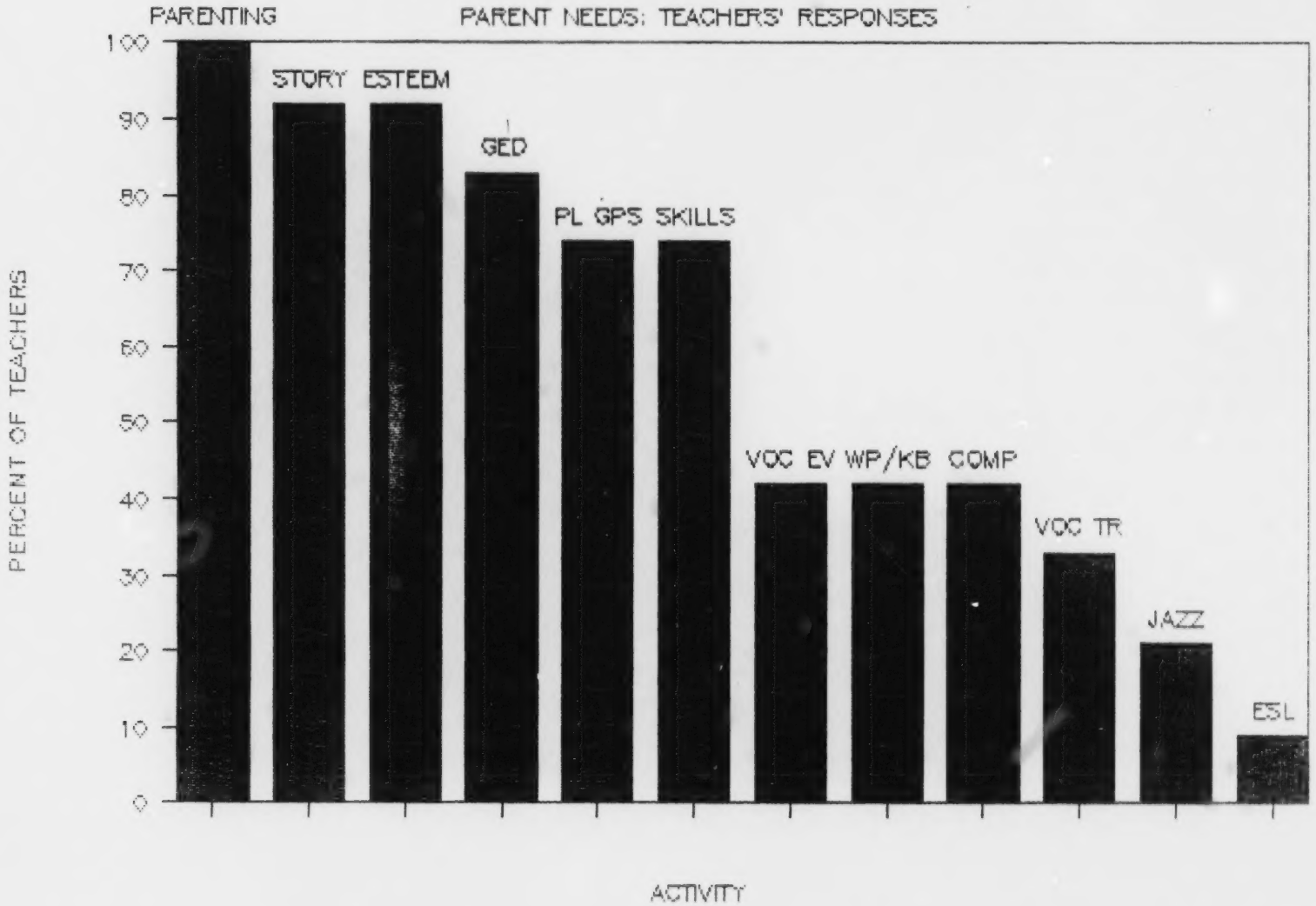
When asked about the importance they placed on different types of activities, teachers and parents agreed that parent teacher conferences and parent meetings were among the most important activities. One area of some disagreement, however, is in observing your child's class. Half of the teachers listed this activity as very important(5 on a 5 point scale), nearly all(78%) of the parents felt this was very important. 97% of parents rated observing the child's class a 4 or 5 on a 5-point scale, while only 58% of the teachers did so. It is interesting that field trips, which is which is a traditional parental role in the U.S. school system, was rated only moderately high by both groups, with responses distributed from 2-5.

When asked what kind of activities the parents most needed, teachers listed the following:

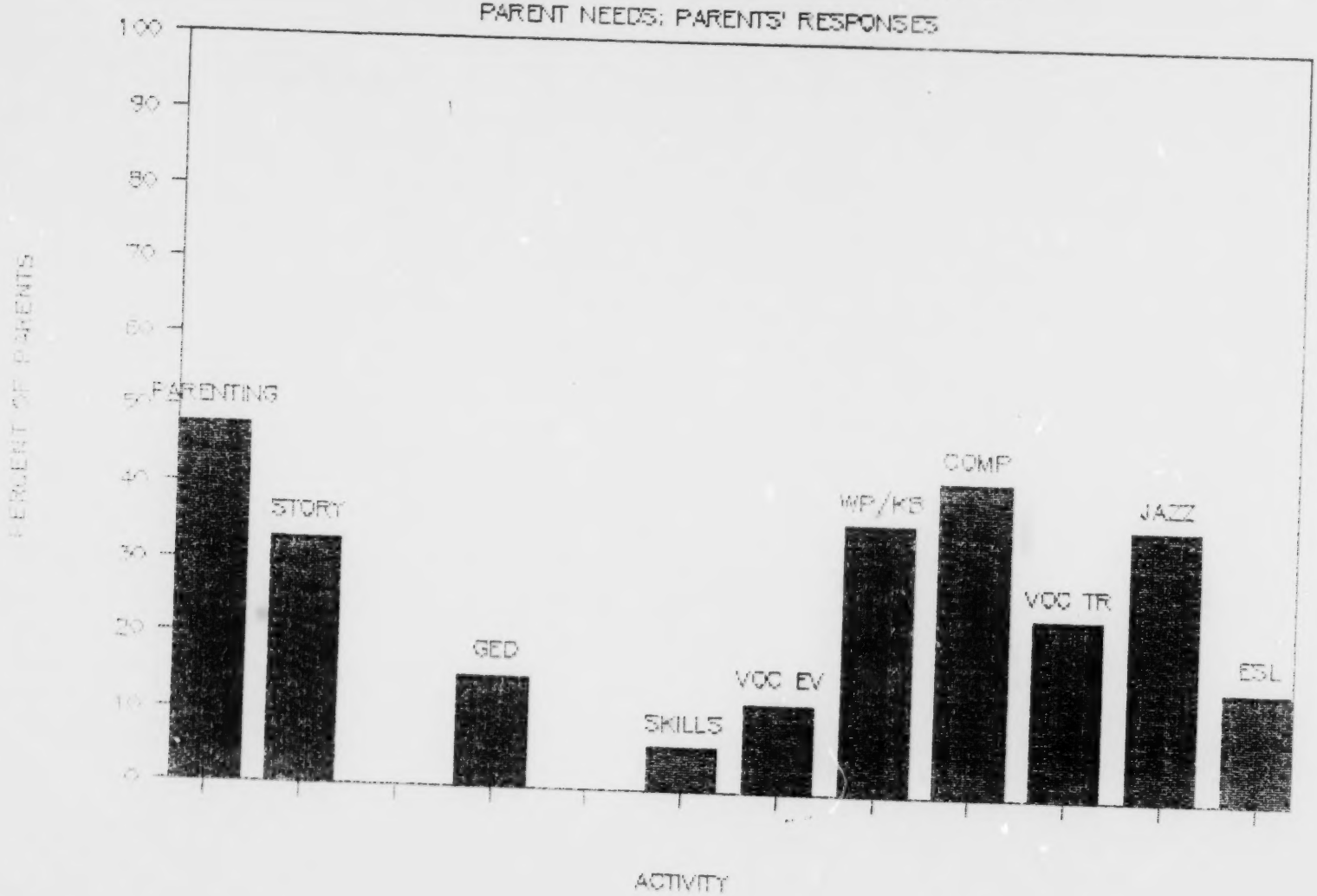
category	percent listing category as important				
	teacher	rank	parents	rank	
parenting	100%	1	48%	1	par sup. gp
Family Story time	92%	2	33%	5	
self-esteem	92%	2	NA (wasn't listed)		
GED/Pre-GED	83%	4	15%	7	
play groups	74%	5	NA (wasn't listed)		
skills review	74%	5	6%	10	
vocational eval.	42%	7	12%	9	
office technology	42%	7	36%	3	
computer workshops	42%	7	42%	2	
vocational training	33%	10	24%	6	
jazzercize	21%	11	36%	3	
ESL	9%	12	15%	7	

Both parents and teachers agree that parenting classes

DR. GAVIN SCHOOL SURVEY



DR. GAVIN SCHOOL SURVEY



and/or parent support groups are of number 1 importance for parents of Dr. Gavin School children. But from there, the priorities of teachers and parents diverge. As could perhaps be expected, teacher enthusiasm for parental participation is much higher than that of the parents, with 42-74% the median response level for teachers, and 24-33% forparents.

For teachers, story time(reading focus), self-esteem, and adult ed. classes followed parenting in importance. For parents, adult ed and story time ranked relatively low, while computer workshops, office technology(keyboarding and word processing), and jazzercize ranked high.

Our primary focus at Gavin school in the past has been GED/pre-GED/ABE/skills review(one combined class). We have had a very difficult time of recruiting, but have been successful twice this year in recruiting a class. These results, showing clearly the interests of the parents, suggest that we should adjust our focus. While continuing to offer the Adult Education classes which are needed as indicated by the demographic data, we should emphasize parenting and parent support, computers and office technology, jazzercize, and parent-child play groups.

Other Parent Responses

Other information collected:

Average time living in area: 12.4 years range: 2-36 years
Average number of children: 4 range: 1-10
Median age of children: 7 range: 4 months - adult
number of Gavin students: 67(in grades pre-K to 6th)
families with children at Gavin: 30(2 NA and one Happy Hour preschool only)
two children in college, 1-Prairie State College, 1 Lincoln U.(of est. 8 ages 18-22)
Other schools: Lincoln(1), Greenbriar(spec. ed: 1), Garfield(1), Kennedy(1), Jefferson(1), Washington Jr.

High(4), Bloom H.S.(9), Happy Hour(1), Eastview(1), Englewood(Chicago-1)

Description of feeling at school:

emotion	number
comfortable	23
happy	8
excited	7
okay	5
hot	2
tense	1
not sure	1
concerned	1
anxious	0
nervous	0
angry	0
uncomfortable	0
sad	0

(for the rest of data, refer to compilation of parents' survey)

Further Analysis of survey data: The average respondent has lived longer in the community(ave. 12 years) than I would have guessed from they way people talk about the community as being very transient. The average family is quite large, as I would have expected. The median age of the children is quite young, and the average family has two children at Gavin School.

Most surprisingly was the descriptions of how the mothers felt when coming to Gavin School. They were overwhelmingly positive, which is a tribute to the school and its staff, and is also a strength upon which to build When asked to list what they liked about the school, they said: the teachers(20), gives homework(15) staff cares about children(14), special activities(10), and feels comfortable(9). Comments included: "It's a small school,

so everyone can get to know each other and most of all the children." "Teachers are great, [I] like their discipline, communication, the support given to parents and kids." "[I] haven't been [there] since I was in school." "Excellent administration - teachers and principal"

There were extensive ideas on what could be changed at the school, including more homework, more recess monitors(2), air conditioning(4), more relaxed lunchroom -shouldn't be like a jail, extra milk for kids, expand building, age rules, bus for kids.

Every parent surveyed responded that it is very important for parents to help chidren with their education. There was an overwhelming response to all of the choices of how to help your child: visiting school(30), helping with homework(30), talking with child about school(28), listening to your child read(28), reading stories together(26). Also, "Talk and let them know how important knowledge is and how we want others to stop coming to the conclusion that blacks are ignorant and illiterate"; "Let them stay inside for 1 or 2 hours every day and watch education program", "constant surveillance". Also, see answer to Q. 10 for more answers.

Most parents feel their children do ok or well in school.

Most, 3/4,of the parents actually do the activities they say parents should do to help their kids. They also color, cook, watch tv, talk, travel(2), go places, play(2).

Parents also responded positively to ideas of activites to help their children with school such as:

reading club 27 math club 24

big brother/sister 12 after school projects 16

Learning for yourself(adults)(this is distinct in that it asks the individual what she wants for herself, as opposed to "What will most help you to help your child?"): (open-ended):

word processing & typing: 8

computers: 3

GED: 6
misc.(see Q. 15)

Many parents have hopes of their children going to college.

59% of parents say they are aware of family literacy and family enrichment, but only 13% say they actually have participated in family enrichment, and 33% in family literacy. So, many still need to be informed of our programs, and few have participated in FEP, but a surprisingly large number say they have participated in FLP(GED-5, computer workshop-5), play group - 4, storytime - 4, keyboarding/word processing-3, parenting - 4)

It will be important to study carefully the responses to Q. 19 and 20 on involvement of men(note that 32 of the 33 respondents were women.)

Source of income:
public assistance: 64%
WIC: 36%
work full time: 18%
work part time: 9%
social security: 15%
unemployment: 3%
foster care/church: 3%

Average # in family: 5.3
Average# children: 3.7
Average # adults: 1.5
homes with mother: 100% of 25 responses
homes with father 36%
homes with uncle 4%
grandparent 4%
homes with adult siblings 8%

Conclusions and Recommendations

As a next step in this study, in October the ILRDC evaluation team will return and we will again convene a meeting of representatives of all aspects of our program: adult instructors, child instructors, parents, administrators of cooperating programs, and staff. This group will go over the results of this study and, together with consideration of their firsthand involvement in the program, will put together a plan. The responsibility for implementing this plan will fall on all of us, but will be coordinated by the Family Development Coordinator and the Family Literacy Coordinator.

I will recommend to this group that we push ahead with offering what parents asked for, as detailed above. I will also recommend that we continue this survey as an ongoing part of our program. The next steps would be to survey men (only one of the 33 parents was a man), survey Spanish speakers in the Garfield/McKinley area, survey Beacon Hill and Family Enrichment, and perhaps do some pilot surveys in other communities such as Ford Heights. Prior to using the survey again, we should speak again to parent, teachers, and surveyors to check for changes which should be made to the instrument.

I will also recommend that the teacher's survey be reviewed and given to teachers of the other programs (Garfield, Beacon Hill, Family Enrichment (0-2)).

I think it is clear that our program benefitted as result of this process. These benefits come both from the results and process.

In reviewing the four original goals, we reached most of them.

Demographics: We were able to collect information on all six demographic categories we targeted. For some this included detailed census tract information, for other categories, it meant city-wide data.

Interests and Perceived Needs of Adult Family Members of Gavin School Children: This, the primary goal of the project, was achieved through the use of the two survey instruments and the interviews. We came out with a much clearer picture of what Gavin parents feel they need, and what teachers feel parents need.

Empower community members: This secondary goal was indirectly achieved. This was done mainly through the process which was used, which involved parents and teachers in the design, decision-making, and carrying out of the survey. I also believe that asking someone what they want or need is an empowering act itself.

Raise awareness of the program in the community: The interview team distributed information about the program during the course of the interviews, thus indirectly moving toward this goal. The full realization of this goals awaits the work of the new staff person, the Family Development Coordinator, to begin work in October.

Special thanks are due to:

The Illinois Literacy Resource Development Center (ILRDC) provided financial and technical support which made this possible. The

model and process used by the ILRDC worked very well in helping us develop a plan of how we wanted to improve our needs assessment, program development, and evaluation procedures. Specifically, Barbara Geissler, Sharon Powell, and Suzanne Knell all visited us, corresponded with us, and consulted with us by phone to help us trouble-shoot, and to keep us on track.

Sharon Powell also served as a consultant with us in designing the parent survey, training parent interviewers, conducting the interviews, and compiling the results.

Terry Jenkins and Karen Fawbush, both parents of Gavin students, spent many hours conducting interviews of parents. Gavin teachers Gwen Browder, Diane Woods, Betty Stevens, and Yolanda Hughes, helped with development of the teachers survey, and principal Yvonne Robinson advised and encouraged all of us through the process. Gavin school secretary Pauline Lowe helped us steer traffic with all the parents coming in for interviews and registration which took place over the office on days when I was away in relation to the project and ILRDC policy meetings.

Thanks, also. to those of you who have read all the way through this report. I hope you have found it coherent, challenging, and inspirational.

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Gavin Family Survey

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Census bureau unpublished reports, U.S. Department of Commerce, 1991.

TABLE 1
PRAIRIE STATE COLLEGE FAMILY LITERACY
PROGRAM - 1990-91

CATEGORY	CLASS/ ACTIVITY	LOCATIONS	FEATURES	COMMENTS
Adult Ed.	ABE/GED(multi-level)	GR, GV, BCF, ST	P, T, CC, E, (some B)	GV CC only 2nd 8 wks
	ESL-multi-level	GR	P, T, CC, B	
Vocational	Keyboarding	PSC	P, T, CC	credit
	Word Processing	PSC	P, T, CC	credit
Family	Computer Workshop	GV(E), GR(S)	PACT, T(GR), CC(GV 2nd)	original program, E, S
Special Events	Parent Council (monthly)	GR	PACT, T, CC, B	potluck & meeting
	Recognition Dinner	Banquet Hall	P	awards, ent, speeches
	Job Skills Seminar	GR	P, T, CC, B	1/2 day
	Story Teller	GR, GV, ST, BH	PACT, T, B	2 days
Field Trips	DuSable Museum		P, T, CC, B	Afro-American History
	Mexican Fine Arts Center		P, T, CC, B	
	Museum of Holography		PACT, T	
	Prairie State College		P, T, CC, B	to encourage Coll. enroll.

P = Parent only PACT = Parent and Child Together
T = Free transportation provided CC = Free child care
GV = Dr. Gavin School, GR = Garfield, ST = Sauk Traill School
PSC = Prairie State College, BCF = Bethel Community Facility
IMC = Illinois Migrant Council, BH = Beacon Hill School
B = Bilingual(either interpreted simultaneously or consecutively, or given in two languages S = In Spanish E = In English(if neither S nor E, then in English)

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TABLE 2
PRAIRIE STATE COLLEGE FAMILY LITEACY PROJECT
PROJECTED PROGRAM - 1991-92

CATEGORY	CLASS/ACTIVITY	LOCATIONS	FEATURES	COMMENTS
Adult Education	ABE	GV-D, BCF-N GR-D&N	P, T CC(Day only)	
	GED	GR-N, GV-D	P, T, CC(D)	(or PSC)
	ESL 1	GR-D&N	P, T, CC(D)	
	ESL 2	GR-D or N	P, T, CC(D)	
	Spanish GED	GR-D or N	P, T, CC(D)	
Vocational	Keyboarding	PSC	P, T, CC	credit
	Word Processsing	PSC	P, T, CC	
Family	Computer as an Intell. Tool	GV-E, GR-S, BCF - B	PACT, CC, T	original
	Story Time	public libraries	PACT, T new-91-92	prizes, field trips
	Play Group	BCF, GV(?)	PACT (new)	original
	Family Art	GV	P, PACT, new	original
Special Events	Parent Council (monthly)	GV, GR	P, PACT, T, CC	potluck & meeting
	Story Teller	GV, GR, BH	P, PACT, T	parent train
	Field Trips	all	P, PACT, T, CC	
	vocational eval.	?	P, T, CC	TIE
	Recognition Dinner	BCF	P	awards, ent, speeches

P = Parent only PACT = Parent and Child Together
T = Free transportation provided CC = Free child care
GV = Dr. Gavin School, GR = Garfield, ST = Sauk Traill School
PSC = Prairie State College, BCF = Bethel Community Facility
IMC = Illinois Migrant Council, BH = Beacon Hill School
B = Bilingual(either interpreted simultaneously or consecutively, or given in two languages S = In Spanish E = In English(if neither S nor E, then in English) D = Day, N = Night

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FAMILY LITERACY PROJECT

SPRING 1991

English as a Second Langauge and Citizenship Classes:
(Classes held 6 hrs/week at Garfield School)

Enrollment - 22 Average attendance - 8

GED/Pre-GED
Garfield School

Enrollment - 10 Average attendance - 7

GED/Pre-GED
Gavin School

Enrollment - 22 Average attendance - 7

GED/Pre-GED
Sauk Trail School

Enrollment - 9 Average attendance - 3

Keyboarding 110
Prairie State College

Enrollment - 18 Average attendance - 5

Wordprocessing 123
Prairie State College

Enrollment - 17 Average attendance - 11

Wordprocessing 125
Prairie State College

Enrollment 3 Average attendance - 3

(LIST DOESN'T INCLUDE SPEC. EVENTS, Field trips, and 4 Family Computer Workshops (20 hrs each)

Sp91rpt.ame

attachment to PSC Family Literacy Report

Some demographics on participants in our program: (1990-91)

Ages of adults in program:

age	number	percent
16-20	7	7%
21-25	24	24%
26-30	33	34%
31-40	28	28%
41-50	4	4%
51-70	0	0%
71-80	2	2%(grandmothers)
total sample	98	99%

Ethnic makeup:

	number	percent
Mexican American	29	47%
African American	28	45%
European American(white)	5	8%
total(done for those for whom we had info.	62	100%

South Suburban High School Drop-Outs

Drop-Out Rates in Suburban Cook County High School Districts

District		Attendance Years 1981-81	1981-82
Oak Park/River Forest	200	2.21	2.00
Morton	201	6.85	6.78
Evanston	202	4.88	5.38
New Trier	203	0.86	0.90
Lyons	204	1.77	2.46
Thornton	**205**	**6.41**	**6.03**
Bloom	**206**	**8.85**	**8.36**
Maine	207	1.49	1.61
Riverside/Brookfield	208	2.48	1.21
Proviso	209	11.32	7.34
Lemont	210	3.51	2.85
Palatine	211	2.48	2.90
Leyden	212	5.07	6.02
Arlington	214	1.92	2.05
Thornton-Fractional	**215**	**3.74**	**3.73**
Argo	217	8.28	8.68
Community	218	6.82	6.98
Niles	219	1.41	1.13
Reavis	220	4.27	5.05
Glenbrook	225	0.52	0.48
Rich	**227**	**3.22**	**2.92**
Bremen	**228**	**4.91**	**4.38**
Oak Lawn	229	8.28	5.75
Consolidated	230	3.84	3.46
Evergreen Park	231	1.90	3.78
Homewood-Flossmoor	**233**	**2.72**	**4.49**
Ridgewood	234	2.72	2.64
Elmwood Park	401	5.06	4.74

SOURCE: Suburban Cook County
CEDA Development Areas Factbook

Table 1-5

The High School districts highlighted are those districts which claim attendance from the 37 communities under study. Drop-out rates are compared for two consecutive years.

Intrestingly enough, Homewood-Flossmoor High School had the most marked increase in the drop-out rate of all Cook County High Schools (65% increase). This may be very surprising in view of the fact that the two South Suburban High Schools, H-F and Rich South were each cited in 1983 and 1984 respectively as among the best in the country under the U.S. Dept. of Education Secondary School Recognition Program.

Where the Babies Live

MUNICIPALITIES	Mothers Under 15 Years	Mothers 15-19 Years	Total Births to Women All Ages	Total Population	Percent of Mothers 15-19 Yrs.
Blue Island	NA	NA	NA	NA	NA
Burnham	NA	NA	NA	NA	NA
Calumet City	NA	NA	NA	NA	NA
Calumet Park	NA	NA	NA	NA	NA
Chicago Heights	7	422	2162	37026	20%
Country Club Hills	1	41	641	14676	6%
Crete	NA	NA	NA	NA	NA
Dixmoor	1	52	182	4175	29%
Dolton	0	45	922	24766	5%
East Chicago Heights	9	143	440	5347	33%
East Hazel Crest	0	3	57	1362	5%
Flossmoor	0	7	209	8423	3%
Glenwood	0	23	346	10538	7%
Harvey	13	553	2230	35810	25%
Hazel Crest	0	53	632	13973	8%
Homewood	0	24	671	19724	4%
Lansing	NA	NA	NA	NA	NA
Lynwood	0	19	306	4195	6%
Markham	3	181	719	15172	25%
Matteson	2	30	600	10223	5%
Midlothian	0	45	758	14274	6%
Oak Forest	1	51	1064	26096	5%
Olympia Fields	0	1	62	4146	2%
Orland Park	NA	NA	NA	NA	NA
Park Forest	0	62	1155	26222	5%
Phoenix	0	31	128	2850	24%
Posen	0	16	217	4642	7%
Richton Park	1	23	490	9403	5%
Riverdale	1	41	589	13233	7%
Robbins	NA	NA	NA	NA	NA
Sauk Village	1	109	535	10906	20%
South Chicago Heights	NA	NA	NA	3932	NA
South Holland	NA	NA	NA	24977	NA
Steger	0	24	168	9269	14%
Thornton	0	5	109	3022	5%
Tinley Park	1	89	1623	26171	5%
University Park	NA	NA	NA	6245	NA

SOURCE: Illinois Department of Public Health Vital Statistics, Annual Summaries 1982, 1983, 1984
Total Population based on 1980 statistics

Table 1-6

Increasing numbers of "Children Having Children" are a vital health concern to an area both socially and economically. This table indicates the communities in the study faced with this dilemma. Nationally, the 1985 bill for aid to families with dependent children came to $16.65 billion. This $16.65 billion tab does not include public housing, special education, foster care and other welfare and social services. First babies born to adolescent mothers this year will cost taxpayers $6 billion before reaching maturity.*

Noteworthy for this study is the relationship which can be assumed in citing East Chicago Heights as having the most significant numbers of "Children having Children"; the largest number of Public Aid recipients; and being the most economically distressed area of the 37 communities.

* Study conducted by Center for Population Options.

...e 1 Age by Race and Hispanic Origin: 1990 CN: 144-1091032

[For meaning of terms ar ...ymbols, see text]

STATE COUNTY MSING DISTRICT SUS TRACT/BNA		Race					Hispanic origin (of any race)	Not of Hispanic origin		
		Total	White	Black	American Indian, Eskimo, and Aleut	Asian and Pacific Islander	Other races		White	Black	Other races
act 8289		3456	2337	713	10	7	389	857	1939	651	9
	18 years and over	2450	1777	431	7	5	230	498	1552	392	8
act 8290. Eastchia Hills,		3388	61	3274	10	-	43	78	41	3258	11
	18 years and over	2034	49	1951	8	-	26	46	35	1943	9
act 8291. Graefield Hills		4871	2121	1028	8	5	1709	2279	1566	994	32
	18 years and over	3358	1582	705	6	5	960	1321	1329	685	23
act 8292		5498	4149	738	11	11	589	936	3818	724	20
	18 years and over	4136	3301	481	7	6	341	568	3084	472	12
act 8293.01		3811	3154	590	5	31	31	112	3075	588	36
	18 years and over	2812	2428	340	4	23	17	76	2371	338	27
act 8293.02		4083	1613	2260	9	24	177	319	1497	2234	33
	18 years and over	2777	1319	1322	6	18	112	202	1250	1304	21
act 8294.01		2090	100	1939	-	1	50	94	87	1903	6
	18 years and over	1220	84	1106	-	-	30	53	78	1087	2
act 8294.02		4235	2781	1357	11	35	51	156	2681	1341	57
	18 years and over	2952	2102	794	5	29	22	97	2036	784	35
act 8295		3575	3275	62	2	6	230	496	3007	59	13
	18 years and over	2843	2669	40	1	5	128	318	2480	37	8
act 8296		3008	2883	19	5	6	95	279	2697	19	13
	18 years and over	2171	2071	14	4	6	76	185	1960	14	12
act 8297		5226	911	4251	21	3	40	95	878	4233	20
	18 years and over	3136	680	2404	19	3	30	62	660	2394	20
act 8298		6787	5732	684	7	344	20	71	5683	680	353
	18 years and over	5027	4357	443	6	208	13	49	4321	442	215
act 8299.01		5187	2338	2756	7	59	27	30	2294	2744	69
	18 years and over	3553	1740	1749	5	42	17	50	1714	1743	46
act 8299.02		4144	3166	810	9	120	39	110	3121	788	125
	18 years and over	3190	2498	582	5	81	24	67	2473	568	82
act 8300.01		1626	1608	4	-	9	5	12	1601	4	9
	18 years and over	1434	1422	2	-	7	3	9	1416	2	7
act 8300.02		7358	5808	1248	21	173	108	293	5644	1232	189
	18 years and over	5066	4068	794	14	111	79	193	3964	787	122
act 8300.03		4628	1375	3046	7	101	99	165	1316	3032	115
	18 years and over	3002	963	1900	6	72	61	99	934	1890	79
act 8300.04		4922	2750	1950	8	162	52	133	2686	1939	164
	18 years and over	3536	2090	1299	3	105	39	92	2051	1291	102
act 8300.05		3247	2426	588	4	219	10	38	2399	583	222
	18 years and over	2474	1929	396	4	142	3	26	1910	396	142
act 8300.06		1999	1836	87	-	69	7	47	1801	87	64
	18 years and over	1562	1454	59	-	45	4	34	1427	59	42
act 8301		3397	2484	792	9	78	34	72	2440	788	97
	18 years and over	2507	1882	537	5	62	21	50	1851	534	72
act 8302.01		4188	2964	1156	11	22	35	91	2913	1150	34
	18 years and over	3329	2430	848	9	19	23	65	2391	845	28
act 8302.02		3399	2739	601	4	35	20	121	2646	592	40
	18 years and over	2522	2049	431	2	27	13	75	1990	428	28
act 8303		5570	3571	1842	14	61	82	211	3465	1818	76
	18 years and over	4068	2765	1201	10	42	50	132	2699	1185	52
act 8304		3586	3111	431	-	22	22	101	3035	420	30
	18 years and over	2608	2330	254	-	13	11	64	2277	251	16
act 8305		1422	1248	153	-	13	8	25	1230	153	14
	18 years and over	1103	996	92	-	8	7	20	982	92	9
act 8308.98		-	-	-	-	-	-	-	-	-	-
	18 years and over	-	-	-	-	-	-	-	-	-	-

Table 1. Selected Population and Housing Characteristics: 1990
Chicago Heights city, Illinois

The population counts set forth herein are subject to possible correction for undercount or overcount. The United States Department of Commerce is considering whether to correct these counts and will publish corrected counts, if any, not later than July 15, 1991. The user should note that there are limitations to many of these data. Please refer to the technical documentation provided with Summary Tape File 1A for a further explanation on the limitations of the data.

Total population	33,072
SEX	
Male	15,700
Female	17,372
AGE	
Under 5 years	2,991
5 to 17 years	6,996
18 to 20 years	1,579
21 to 24 years	2,059
25 to 44 years	9,435
45 to 54 years	2,985
55 to 59 years	1,439
60 to 64 years	1,434
65 to 74 years	2,488
75 to 84 years	1,279
85 years and over	387
Median age	30.3
Under 18 years	9,987
Percent of total population	30.2
65 years and over	4,154
Percent of total population	12.6
HOUSEHOLDS BY TYPE	
Total households	10,932
Family households (families)	8,240
Married-couple families	5,351
Percent of total households	48.9
Other family, male householder	484
Other family, female householder	2,405
Nonfamily households	2,692
Percent of total households	24.6
Householder living alone	2,311
Householder 65 years and over	1,019
Persons living in households	32,471
Persons per household	2.97
GROUP QUARTERS	
Persons living in group quarters	601
Institutionalized persons	560
Other persons in group quarters	41
RACE AND HISPANIC ORIGIN	
White	18,187
Black	11,607
Percent of total population	35.1
American Indian, Eskimo, or Aleut	58
Percent of total population	0.2
Asian or Pacific Islander	99
Percent of total population	0.3
Other race	3,121
Hispanic origin (of any race)	4,976
Percent of total population	15.0

Total housing units	11,620
OCCUPANCY AND TENURE	
Occupied housing units	10,932
Owner occupied	6,828
Percent owner occupied	62.5
Renter occupied	4,104
Vacant housing units	688
For seasonal, recreational, or occasional use	5
Homeowner vacancy rate (percent)	1.4
Rental vacancy rate (percent)	6.1
Persons per owner-occupied unit	3.01
Persons per renter-occupied unit	2.90
Units with over 1 person per room	792
UNITS IN STRUCTURE	
1-unit, detached	7,270
1-unit, attached	189
2 to 4 units	2,521
5 to 9 units	381
10 or more units	1,195
Mobile home, trailer, other	64
VALUE	
Specified owner-occupied units	5,910
Less than $50,000	1,602
$50,000 to $99,999	4,034
$100,000 to $149,999	202
$150,000 to $199,999	49
$200,000 to $299,999	19
$300,000 or more	4
Median (dollars)	$2,500
CONTRACT RENT	
Specified renter-occupied units paying cash rent	3,931
Less than $250	1,234
$250 to $499	2,366
$500 to $749	319
$750 to $999	8
$1,000 or more	4
Median (dollars)	326
RACE AND HISPANIC ORIGIN OF HOUSEHOLDER	
Occupied housing units	10,932
White	6,767
Black	3,386
Percent of occupied units	31.0
American Indian, Eskimo, or Aleut	21
Percent of occupied units	0.2
Asian or Pacific Islander	27
Percent of occupied units	0.2
Other race	731
Hispanic origin (of any race)	1,171
Percent of occupied units	10.8

Table 1. Selected Population and Housing Characteristics: 1990
Ford Heights village, Illinois

The population counts set forth herein are subject to possible correction for undercount or overcount. The United States Department of Commerce is considering whether to correct these counts and will publish corrected counts, if any, not later than July 15, 1991. The user should note that there are limitations to many of these data. Please refer to the technical documentation provided with Summary Tape File 1A for a further explanation on the limitations of the data.

Total population	4,259
SEX	
Male	1,954
Female	2,305
AGE	
Under 5 years	492
5 to 17 years	1,357
18 to 20 years	263
21 to 24 years	305
25 to 44 years	1,025
45 to 54 years	308
55 to 59 years	130
60 to 64 years	122
65 to 74 years	163
75 to 84 years	72
85 years and over	22
Median age	21.2
Under 18 years	1,849
Percent of total population	43.4
65 years and over	257
Percent of total population	6.0
HOUSEHOLDS BY TYPE	
Total households	1,024
Family households (families)	903
Married-couple families	353
Percent of total households	34.5
Other family, male householder	52
Other family, female householder	498
Nonfamily households	121
Percent of total households	11.8
Householder living alone	108
Householder 65 years and over	37
Persons living in households	4,259
Persons per household	4.16
GROUP QUARTERS	
Persons living in group quarters	-
Institutionalized persons	-
Other persons in group quarters	-
RACE AND HISPANIC ORIGIN	
White	26
Black	4,208
Percent of total population	98.8
American Indian, Eskimo, or Aleut	9
Percent of total population	0.2
Asian or Pacific Islander	2
Percent of total population	-
Other race	14
Hispanic origin (of any race)	43
Percent of total population	1.0

Total housing units	1,146
OCCUPANCY AND TENURE	
Occupied housing units	1,024
Owner occupied	437
Percent owner occupied	42.7
Renter occupied	587
Vacant housing units	122
For seasonal, recreational, or occasional use	1
Homeowner vacancy rate (percent)	9.1
Rental vacancy rate (percent)	4.2
Persons per owner-occupied unit	4.06
Persons per renter-occupied unit	4.23
Units with over 1 person per room	221
UNITS IN STRUCTURE	
1-unit, detached	720
1-unit, attached	107
2 to 4 units	222
5 to 9 units	15
10 or more units	65
Mobile home, trailer, other	17
VALUE	
Specified owner-occupied units	397
Less than $50,000	330
$50,000 to $99,999	65
$100,000 to $149,999	1
$150,000 to $199,999	-
$200,000 to $299,999	-
$300,000 or more	1
Median (dollars)	38,200
CONTRACT RENT	
Specified renter-occupied units paying cash rent	566
Less than $250	379
$250 to $499	170
$500 to $749	16
$750 to $999	1
$1,000 or more	-
Median (dollars)	152
RACE AND HISPANIC ORIGIN OF HOUSEHOLDER	
Occupied housing units	1,024
White	8
Black	1,009
Percent of occupied units	98.5
American Indian, Eskimo, or Aleut	3
Percent of occupied units	0.3
Asian or Pacific Islander	1
Percent of occupied units	0.1
Other race	3
Hispanic origin (of any race)	15
Percent of occupied units	1.5

Table 1. Selected Population and Housing Characteristics: 1990
Park Forest village, Illinois

The population counts set forth herein are subject to possible correction for undercount or overcount. The United States Department of Commerce is considering whether to correct these counts and will publish corrected counts, if any, not later than July 15, 1991. The user should note that there are limitations to many of these data. Please refer to the technical documentation provided with Summary Tape File 1A for a further explanation on the limitations of the data.

Total population	24,656
SEX	
Male	11,719
Female	12,937
AGE	
Under 5 years	1,860
5 to 17 years	4,855
18 to 20 years	906
21 to 24 years	1,268
25 to 44 years	8,752
45 to 54 years	2,403
55 to 59 years	920
60 to 64 years	1,081
65 to 74 years	1,787
75 to 84 years	672
85 years and over	152
Median age	32.5
Under 18 years	6,715
Percent of total population	27.2
65 years and over	2,611
Percent of total population	10.6
HOUSEHOLDS BY TYPE	
Total households	9,119
Family households (families)	6,683
Married-couple families	5,013
Percent of total households	55.0
Other family, male householder	306
Other family, female householder	1,364
Nonfamily households	2,436
Percent of total households	26.7
Householder living alone	2,130
Householder 65 years and over	766
Persons living in households	24,137
Persons per household	2.65
GROUP QUARTERS	
Persons living in group quarters	519
Institutionalized persons	509
Other persons in group quarters	10
RACE AND HISPANIC ORIGIN	
White	18,000
Black	6,072
Percent of total population	24.6
American Indian, Eskimo, or Aleut	42
Percent of total population	0.2
Asian or Pacific Islander	278
Percent of total population	1.1
Other race	264
Hispanic origin (of any race)	769
Percent of total population	3.1

Total housing units	9,442
OCCUPANCY AND TENURE	
Occupied housing units	9,119
Owner occupied	6,352
Percent owner occupied	69.7
Renter occupied	2,767
Vacant housing units	323
For seasonal, recreational, or occasional use	9
Homeowner vacancy rate (percent)	2.5
Rental vacancy rate (percent)	2.3
Persons per owner-occupied unit	2.70
Persons per renter-occupied unit	2.53
Units with over 1 person per room	149
UNITS IN STRUCTURE	
1-unit, detached	5,650
1-unit, attached	2,278
2 to 4 units	247
5 to 9 units	485
10 or more units	682
Mobile home, trailer, other	100
VALUE	
Specified owner-occupied units	5,773
Less than $50,000	1,768
$50,000 to $99,999	3,855
$100,000 to $149,999	118
$150,000 to $199,999	19
$200,000 to $299,999	12
$300,000 or more	1
Median (dollars)	58,800
CONTRACT RENT	
Specified renter-occupied units paying cash rent	2,667
Less than $250	553
$250 to $499	1,475
$500 to $749	624
$750 to $999	13
$1,000 or more	2
Median (dollars)	397
RACE AND HISPANIC ORIGIN OF HOUSEHOLDER	
Occupied housing units	9,119
White	7,042
Black	1,905
Percent of occupied units	20.9
American Indian, Eskimo, or Aleut	14
Percent of occupied units	0.2
Asian or Pacific Islander	85
Percent of occupied units	0.9
Other race	73
Hispanic origin (of any race)	214
Percent of occupied units	2.3

When Mothers Take Literacy Classes, Children Reap Benefits, Study Finds

By Peter Schmidt

WASHINGTON—Literacy and job-training programs for low-income mothers appear to have a secondary benefit of improving the educability of their children, a study by a women's employment group asserts.

The 18-month study of the families of 463 low-income mothers in adult-education and job programs found that 65 percent of their children demonstrated improvement in at least one of several education-related areas following the women's participation in such schooling.

After taking part in the programs, the study found, the mothers were more likely than before to read to their children, to take them to the library, to help them with homework, and to take an active interest in their schools—activities presumed to have contributed to the youngsters' educational improvement.

The study, released here last month, was conducted by Wider Opportunities for Women Inc., or wow, a Washington-based, nonprofit training organization. Applied Behavioral and Cognitive Sciences Inc., a nonprofit research group in El Cajon, Calif., assisted in the project.

'Double Duty'

"What this research tells us is that even very modest investments in the training of mothers can have a positive impact on the educability of their children," said Cynthia Marano, the executive director of wow.

"Such investments can contribute to ending the cycle of illiteracy," she argued. "Dollars spent on such programs perform 'double duty.' "

The study, funded by the John D. and Catherine T. MacArthur Foundation, gathered data on low-income mothers participating in nine literacy and job-training programs across the nation. More than 900 children of these women were also studied.

All of the children were under age 16, with those ages 6 to 11 constituting the largest group.

Of the 463 mothers surveyed, more than 45 percent reported that their children had improved their grades after the mothers participated in literacy or job-training programs.

"Even though the programs had no intention in their design to influence the educability of children, that effect showed up," said the project's principal researcher, Thomas G. Sticht of Applied Behavioral and Cognitive Sciences.

The children of mothers who participate in such programs, he suggested, "may be in the long run the greater beneficiaries."

Other improvements in the performance of the children studied included:

- Better test scores, reported by 42 percent of mothers;
- Improved reading ability, reported by 42 percent;
- Improved school attendance, reported by 37 percent; and
- More positive attitudes toward school, reported by 54 percent.

In addition to the survey, the researchers conducted 48 in-depth case studies of mothers, children, and the children's teachers. The teachers reported educational improvement in at least one area for almost 69 percent of the children in the case studies.

Issue of Working Mothers

Irene Natividad, the chairman of wow's national commission on working women, noted that the study has been released at a time when "it has been somewhat trendy in some quarters to blame the ills of American society on mothers who go back to work."

"We now have documentation to show the intergenerational impact" of literacy and job-training programs, she said, adding that, "as these mothers build their own skills, they are investing in their children's education as well."

Ms. Natividad said the study's findings do not reduce the importance of investing directly in the education of children, but "should be used to argue for additional support for programs targeting adults—especially mothers."

Ms. Marano suggested that existing literacy and training programs for low-income mothers should incorporate instruction in such areas as how to read to children and how to be an advocate for children in school.

Officials of wow said they intend this fall to launch a project designed to teach the administrators of women's programs ways to increase the intergenerational benefits of their efforts.

Copies of the report, "Teach the Mother and Reach the Child," are available for $15 each, postpaid, from Wider Opportunities for Women, 1325 G St., N.W., Lower Level, Washington, D.C. 20005.

MASTER Survey of teachers at Curtin School 12 of 19 teachers June, 91.
teacher's name grade school (17 classrooms) 380-

FAMILY LITERACY PROJECT TEACHER SURVEY

Please take 5 minutes to answer these questions which will help us to develop an effective family literacy program.

1) How many children do you have in your class? 279 - 23 per class

2) How many parents of children in your class did you see this past school year in the following situations:(list number of parents
Parent-Teacher conferences 217 - 18.1 per class
Field Trips 63 - 5.3
Observing your class 29 - 2.4
Volunteering in your classroom 33 - 2.8
Participating in parent/child workshops 27 - 2.3
Attending adult education classes(GED/ABE or ESL) 11 1
Attending Special events(such as fun fair) 60 - 5
Attending parent meetings 44 - 3.7
Disciplinary meetings 37 - 3.1
Other,(list) _____ _____
_____ _____

3) How important do you feel it is that parents participate in the following activities:

	Very important 5	4	3	2	Not important 1	
high	Parent-teacher conferences	19	1			
low	Field Trips	7		4	1	
low	Observing your class	6	1	3	2	
low	volunteering in your classroom	3	3	3		1
high	Part. in parent/child workshops (such as computer workshop or family story time)	9	1	1		1
high	Attending adult education classes	8	1	2		1
	Attending special events	7	4	2		
high	Attending parent meetings	10		1		1
high	Disciplinary meetings	9	1	2		
	other : _____					

4) What kind of activities would most meet the needs of the parents of your students in your opinion?

10 GED/pre-GED classes
9 Skills review(preparing for college or voc. sch.)
1 English as a Second Language
5 vocational evaluations
5 office technology (word processing)
4 other vocational training
2 Jazzercize
12 parenting
9 play groups(parent/child)
5 computer workshops
11 Family Story Time(reading)
11 activities to build self-est
1 other _____

5) What are some of the specific needs your students have which a parent program could help with?(please answer on back with any

Family Literacy Project

of Prairie State College
140 E. 23rd St., Chicago Heights, IL 60411-4297
(708) 756-4353/4354
In cooperation with School Districts #163, #170 and S.M.A.

FAMILY LITERACY PROJECT TEACHER SURVEY

COMMENTS:

In my opinion my parents need activities that will help students to build self-esteem.

Special attention given to a specific child from his nurturing adult.

They need to communicate better verbally.

The ability to self-discipline and become better able to get along with peers.

Building self-esteem. Improving reading skills.

Discipline and organized play with a purpose (parent and child).

FAMILY LITERACY PROJECT: GAVIN FAMILY SURVEY

1) How long have you lived in the area?

2)
How many children do you have?

Ages:

Grades:

School (s):

3)
Have you ever visited the school this past year?
Why?: Please check your reasons

_____Parent-teacher conferences
_____Observing your child's class
_____Parent-child workshops
_____Going to classes (GED/ABE, ESL)
_____Disciplinary meetings
_____Other _____
_____Field trips
_____Volunteering in your child's classroom
_____Special Events (such as fun fair)
_____Parent meeting

4)
How did you feel when you were there?

_____Comfortable
_____Anxious
_____Nervous
_____Okay
_____Angry
_____Tense
_____Excited
_____Happy
_____Uncomfortable
_____Not sure
_____Sad
_____Other _____

5)
What do you like about your child's school?

_____The teachers
_____Special activities for adults and children
_____Gives homework
_____Feels comfortable when you walk in
_____Staff cares about children
_____Other

6)
Is there anything you would change about the school? _____Yes _____No

If yes, what would it be?

7)
How important do you feel it is that parents/adults come to the following activities?:

	Very Important 5	4	3	2	Not Important 1
Parent-teacher conferences	_____	_____	_____	_____	_____
Field Trips	_____	_____	_____	_____	_____
Observing your child's class	_____	_____	_____	_____	_____
Volunteering in the class	_____	_____	_____	_____	_____
Parent-child workshops	_____	_____	_____	_____	_____
Special Events	_____	_____	_____	_____	_____
Going to classes (GED,Etc)	_____	_____	_____	_____	_____
Parent Meetings	_____	_____	_____	_____	_____
Other:_____	_____	_____	_____	_____	_____

8)
Do you think it is important for parents to help children with their education?

_____Yes, very important _____ Somewhat important _____ Not important

_____ not sure

9)
How do you think parents/adults can help their children in school?

_____Visiting the school
_____Talking with children about school
_____Reading stories together
_____Helping with homework
_____Listening to your child read
_____Other _____

10)
What is the most important thing you think parents/adults can do to help their children with school?

11)
How do you think your child does in school?

12)
What things do you do with your child at home?

_____Listen to child's reading/stories
_____Talking with children about school
_____Read stories together
_____Help with homework
_____Other _____

13)
What kind of activities would most help your family to help your child?

_____ GED/pre-GED (math/english classes)
_____ English as a second language
_____ vocational evaluations
_____ keyboarding/word processing
_____ other work training
_____ skills review (preparing for college or technical school)
_____ Jazzercise
_____ parent support group
_____ computer workshop
_____ Family Story Time
_____ other_____
Please specify _____

14)
What other things do you think would help your child with school?

_____Reading club
_____Big Brother/Big Sister Program
_____Math Club
_____After school projects
_____Other _____

15)
What kinds of things would you like to learn for yourself? (Get a GED, math, how to help your child with homework, word processing, typing,etc.)

16)
What do you want your child to do with his or her education?

17)
Are you aware of the programs offered by Family Literacy and Family Enrichment at Gavin School? _____yes _____no

Have you ever participated in the family enrichment program for families with children ages 0 to 3 years old? ____Yes ____No

If yes, what did you like about it?

Have you ever participated in the family literacy project at Gavin School (GED and computer classes)? _____ Yes _____ No

_____ GED class
_____ play group
_____ computer workshop
_____ Storytime
_____ keyboarding/word processing
_____ parenting classes

19)
More women than men come to school programs. Why do you think this is true?

20)
What things do you think would encourage more men to come to school programs?

21)
Employment

_____work full time
_____work part time
_____work odd jobs
_____receive public assistance
_____use WIC program
_____receive Social Security
_____receive unemployment benefits

22)
Household income level

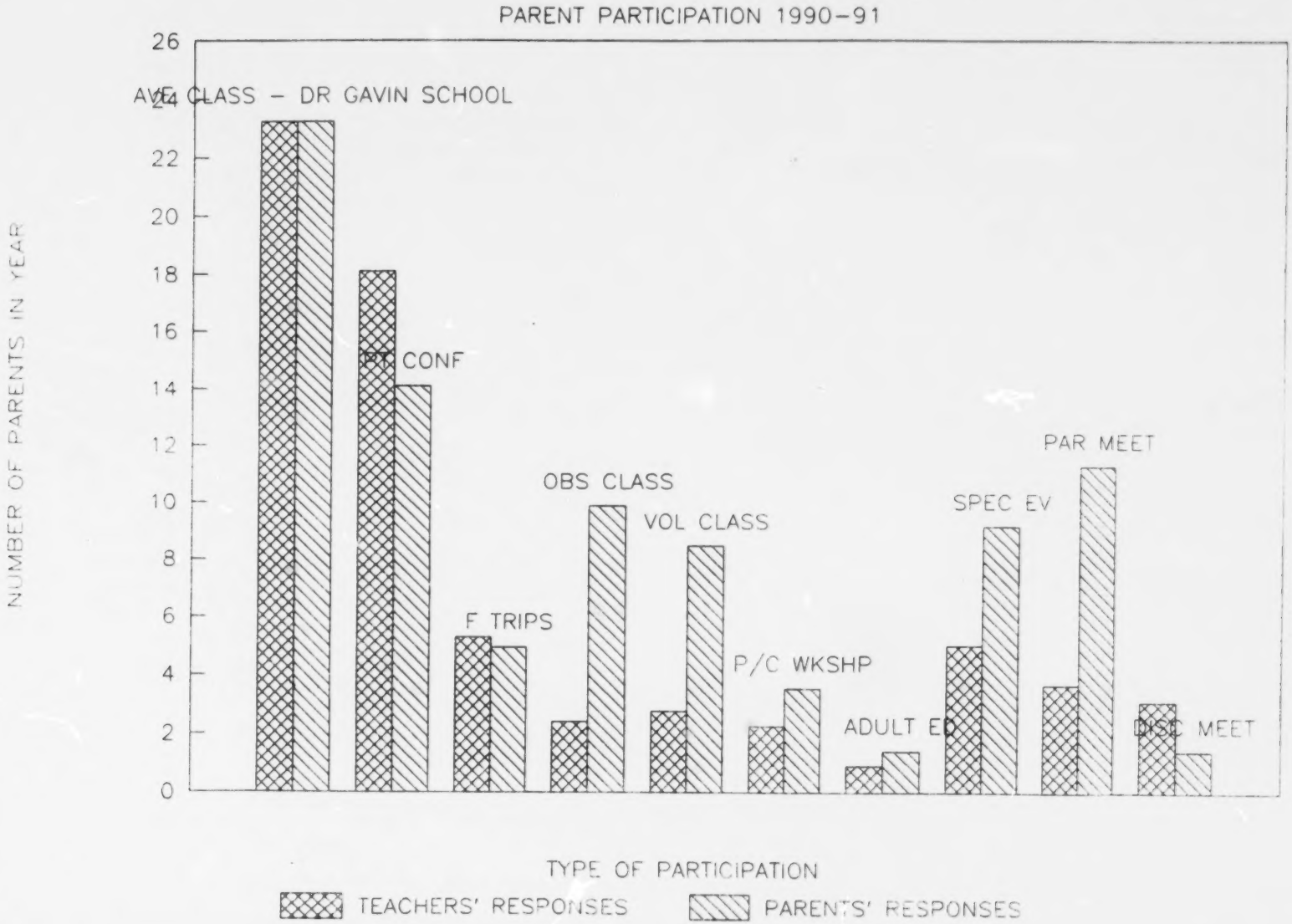
_____ 0 - $9,999 _____ $10,000-$14,999 _____ $15,000 or more

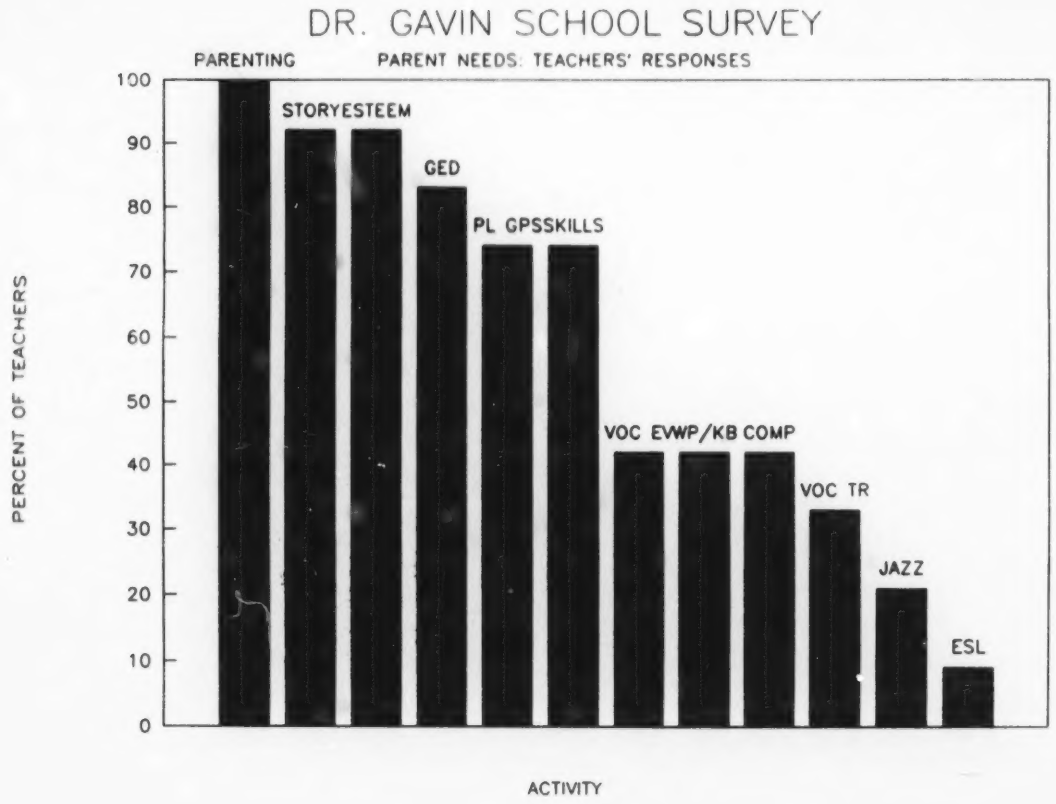
23)
_____How many people in your family?
_____How many children?
_____How many adults?

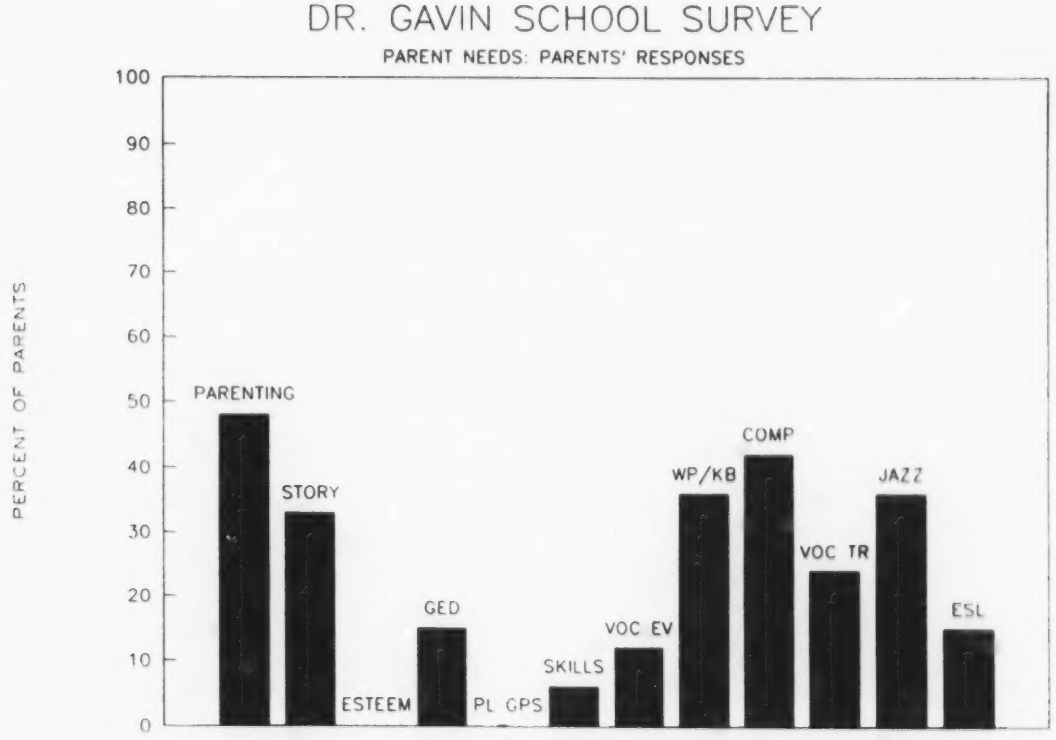
24)
How are the adults (including yourself) living in the house related to the children?

Relation	Age	Years of School
___Mother	_____	_____
___Father	_____	_____
___Guardian	_____	_____
___Grandparent	_____	_____
___Sister	_____	_____
___Brother	_____	_____
___Uncle	_____	_____
___Aunt	_____	_____
___Cousin	_____	_____
___Other_____	_____	_____ _____

DR. GAVIN SCHOOL SURVEY




DR. GAVIN SCHOOL SURVEY
PARENT NEEDS: TEACHERS' RESPONSES
PERCENT OF TEACHERS
ACTIVITY
PARENTING
STORYESTEEM
GED
PL GPSSKILLS
VOC EVWP/KB COMP
VOC TR
JAZZ
ESL
0
10
20
30
40
50
60
70
80
90
100


DR. GAVIN SCHOOL SURVEY
PARENT NEEDS: PARENTS' RESPONSES
PERCENT OF PARENTS
PARENTING
STORY
ESTEEM
GED
PL GPS
SKILLS
VOC EV
WP/KB
COMP
VOC TR
JAZZ
ESL
0
10
20
30
40
50
60
70
80
90
100

FAMILY LITERACY PROJECT: GAVIN FAMILY SURVEY

1) How long have you lived in the area? Average: 12.4 years

all my life
since 1984
6 years
2 years
5 yrs
22 years
3 yrs
6 yrs
5 yrs
4 months
3 years
5 years
20 years
17 years
31 years
blank
25 years
4 years
33 years
31 years
11 years
born and raised here, just returned 3 years ago
20 years
2 weeks
8 years
26 years
1988 - 91
5 years
10 years
4 years
13 years
36 years
over 7 years
12 years

2)
How many children do you have? Approximate Average: 4
5
6
4
4
10
4
4
6
9
8
5

7
5
4
3
4
2
3
4
3
4
2
2
2
2
1
5
3
3
3
3
3
3
4

Ages: Range: 4 months - adult
7,5,4,2,1
19,13,10,6,5,3
12,9,5,4
7,3,1.5, 4 months
24,22,19,18,17,16,14,13,3,1
5,4,2,1
7,3, 20 months, 4 months
12,9,7,6,3,2
20,19,17,14,12,9, others older
8 - 26
10,9,8,5,4,8 months
14,12,11,10,10,3,2
18,15,9,8,6
17,8,5,3
2,10,15
3,5,7,10
5,8
7,3,1
14,5,3,4 months
11,6,4
7,7,6,5
15,7
4,5,3
11,3
5,7
3
11,9,8,7,5
12,6,5
5,12,14

3 months,3,9
10,7,5
15,10,12
2,6,7
13,9,7,5
Grades:
1st, Kindergarten
Graduate, 6th, special ed, pre-school
Kindergarten, 4th, 7th
Second, Pre school
blank
Kindergarten
2nd, 3-5 program
6th,4th,2nd,1st
4th, 7th,9th,10th, college
3rd,5th,6th,8th
5th,4th,3rd,1st,pre-school
6th,5th,5th
college, HS, Grammar School
12, 2nd,K,P.S.
5th, 10th
K,2nd,5th
K,3rd
2 Happy Hour (pre school)
9th,K, pre school
6th,1st,Head Start
1st, 2nd
Sophomore, 1st grade
None
6th
1st,2nd
Pre school
6th,4th,2nd,2nd,K
6th,1st,K
K, 7th, 9th
K, 4th
5th, 2nd, K
10th, 5th, 6th
K, 2nd
8th,2nd,4th,K

School (s):
Gavin
Gavin, East View
Gavin
Gavin
Gavin, Washington, Bloom Township
Gavin
Gavin
Gavin
Gavin, Washington, Bloom, Lincoln U
Gavin, Garfield, Washington, Englewood (Chicago)
Gavin, Happy Hour
Gavin

Prairie State, Bloom, Gavin
Bloom, Gavin, Greenbair
Bloom, Gavin
Gavin
Gavin, Jefferson
Happy Hour
Bloom, Kennedy, Gavin
Gavin
Gavin
Bloom, Gavin
None
Gavin
Gavin (blank)
blank
Gavin
Gavin
Gavin, Washington, Bloom
Gavin
Gavin
Bloom, Lincoln, Gavin
Gavin
Gavin, Washington

3)
Have you ever visited the school this past year? yes 26 no 7
Why?: Please check your reasons

20 Parent-teacher conferences	7 Field trips
14 Observing your child's class	12 Volunteering in your child's classroom
5 Parent-child workshops	13 Special Events (such as fun fair)
2 Going to classes (GED/ABE, ESL)	16 Parent meeting
2 Disciplinary meetings	
1 Other: working with family literacy program	

4)
How did you feel when you were there?

23 Comfortable	7 Excited
Anxious	8 Happy
Nervous	Uncomfortable
5 Okay	1 Not sure
Angry	Sad
1 Tense	2 Other concern
	very hot

5)
What do you like about your child's school?

20 The teachers
10 Special activities for adults and children
15 Gives homework
9 Feels comfortable when you walk in
14 Staff cares about children

__9__ Other
Don't know
It's a small school, so everyone can get to know each other and most all of the children
Teachers are great, like their discipline, communication, the support given to parents and kids
Haven't been since I was in school
Excellent administration - teachers and principal

6)
Is there anything you would change about the school? __12__ Yes __21__ No

If yes, what would it be?
not enough homework
Need more people out at recess to watch children, should be air conditioned in summer so children can work and concentrate better. Lunch room should not be as though its a jail, they need to be controlled of course but atmosphere should be more relaxed and not rushed to finish eating and should be able to get extra milk if they want
Expand the building with separate eating area
Need to get central air, windows that open and see out of
Rules about age
Some of staff room
Air conditioning, gym
Air condition
Bus for the kids
More teachers at recess

7)
How important do you feel it is that parents/adults come to the following activities?:

	Very Important 5	4	3	2	Not Important 1
Parent-teacher conferences	29	1			
Field Trips	11	13	7		
Observing your child's class	26	6	1		
Volunteering in the class	14	6	9		
Parent-child workshops	18	7	3	1	
Special Events	16	8	6		
Going to classes (GED,Etc)	19	2	3	1	3
Parent Meetings	24	6	2		
Other: Lunch - See what they are eating	2				

8)
Do you think it is important for parents to help children with their education?

__33__ Yes, very important __6__ Somewhat important _____ Not important

_____ not sure
Comments: The teacher needs our help and support

9)
How do you think parents/adults can help their children in school?

__30__ Visiting the school
__28__ Talking with children about school
__26__ Reading stories together
__30__ Helping with homework
__28__ Listening to your child read
__5__ Other _____
Talk and tell them how important knowledge is and how we want others to stop coming to the conclusion that blacks are ignorant and illiterate
Let them stay inside for 1 or 2 hours everyday and watch education program
Constant surveillance

10)
What is the most important thing you think parents/adults can do to help their children with school?
Spending time with them and teaching them
Pay attention to your child
Visiting the school
Make school enjoyable by getting involved with their school work, participate with them in certain school activities
Support them all the way
To get involved makes child feel responsible
Talk to them while they are small about the importance of school even if the parent doesn't have their education. Their child can. Ask them about their school day, work problems. Praise the child when they do good and say its okay to make mistakes sometimes too.
Help them alot when they're at home, make their homework fun so that they will enjoy it more
Visiting the school
Let them have more homework
blank
blank

11)
How do you think your child does in school?
Good
Poor
O.K.
Well
Very well
Don't know

I think very very well, to the point that I feel he may need to be in a higher grade or may even become stagnant. His brain can suck in more than he may be getting.
Good
Fair
blank
Okay
Well
Fair
I think they do good one on one
Fine
Okay
Very well
Good
Good
Very good
They are doing quite well
I think she does very well
Blank
Fine
They both do okay
Blank
Good
Well
Blank
Well
Fair
Fair
Very well
Fair

12)
What things do you do with your child at home?

__23__ Listen to child's reading/stories
__19__ Read stories together
__5__ Other _____
Color, cook, watch tv, talk
Travel
Go places, travel
Play games
Play with child

__25__ Talking with children about school
__25__ Help with homework

13)
What kind of activities would most help your family to help your child?

__5__ GED/pre-GED (math/english classes)
__5__ English as a second language
__4__ vocational evaluations
__12__ keyboarding/word processing
__8__ other work training
__12__ Jazzercise
__16__ parent support group
__14__ computer workshop
__11__ Family Story Time
__2__ other _____
Parent/Child Rap Session - parenting class
Sociology

__2__ skills review (preparing for college or technical school)
Please specify _____

14)
What other things do you think would help your child with school?

27	Reading club	12	Big Brother/Big Sister Program
24	Math Club	16	After school projects
	Other _____		

15)
What kinds of things would you like to learn for yourself? (Get a GED, math, how to help your child with homework, word processing, typing,etc.)
blank
How to help child with homework
Word processing
blank
word processing and typing
Get GED
Budgeting class
GED
Computers
Typing
blank
blank
blank
Word processing
Word processing
blank
Word processing
Get a GED, math, be a nurses aide
Help child with homework, word processing
Blank
Computer and a second language such as Swahili and Spanish
None
Get a GED
Blank
Word processing, typing
Blank
GED
Blank
How to help child with homework, typing
Reading
Get a GED, math, projects to help better myself
Math
How to work on computers
Blank

16)
What do you want your child to do with his or her education?
Learn
Go to college
Go to college
Make him or her able to survive in this worlds' fast paced system
Continue education

Use it to the best of their ability
Get enough education to support their self
Make a better life for himself and herself
Be successful, learn all they can learn
blank
Get better
blank
Further it!
Make a goal, learn more
I want them to learn all there is to learn so they can get a good job
Become somebody
Lawyer
A Policeman
To use it wisely and go on to another school of higher education
Use it to their fullest extent, also continue their learning after graduation
To obtain a job that is right for them and to be adequately paid for it.
Waitress, nurse, doctor. She plans on doing this one step at a time
Go forward in life
Come out at the end of the year with flying colors
Blank
Blank
Blank
Blank
Be whatever their heart desire
To better themselves. To have a job/workman
Go to college
Go to college
Blank

17)
Are you aware of the programs offered by Family Literacy and Family Enrichment at Gavin School? 19 yes 13 no

Have you ever participated in the family enrichment program for families with children ages 0 to 3 years old? 4 Yes 26 No

If yes, what did you like about it?
Songs, games, snacks, education

18)
Have you ever participated in the family literacy project at Gavin School (GED and computer classes)? 11 Yes 22 No

5	GED class	4	Storytime
4	play group	3	keyboarding/word processing
5	computer workshop	4	parenting classes

19)
More women than men come to school programs. Why do you think this is true?

Men don't care & are conpeting again men in what use to be there donate field

ego, most men may feel that they have to admit to being wrong about something or just not knowing.

Because men are not forcefully targeted through the advertisements.

More women are heads of house

Because their are more houshold with women & children.

because mothers are more involved

Because there are not very many man at home, some kids don't have fathers, Men are too proud.

Because Mother fill Closer to there child then father does not saying father don't but mother have this special meaning. and plus some father work alot

Mothers don't pressure the fathers to do it. women usually did it, men were breadwinners.

Because most kids only live with their mother

Because most of the parents here are single

Yes, They don't know where school is.

because men think it a woman job. to do that kind of thing

Women care a little more about their children

MEN ARE LAZY

because most mother are more concerned

because some don't care for their children and alot of them don't feel comfortable in the school

Because women are more sensitive and understanding.

They are ashamed. Not doing anything at home

Because a lot of the Fathers ar not living with their Children. No Family Setting Maybe if there were something like Father & son Program.

Because, Now more women work in the day or go to school

No men

The times is changing

Women

because

don't know

blank

blank

blank

blank

blank

blank

blank

blank

20) What things do you think would encourage more men to come to school programs?

To have men and boys days, men workshops: crafts, cars, real and play wood shop, repair shop
I don't know because I take care of my own kids
If they did some things with the men, summer programs: fishing, hunting, sports that brought men
blank
blank
blank
Show them where the school is
blank
The learning of their children
blank
blank
Sports programs, auto mechanic
Maybe sports, tech training
Have a male teacher as well as a female teacher
Sports and carpentry; shop classes, sometimes art.
Don't know
I don't know
blank
blank
blank
blank
blank
Demand
A tutoring outside of school for families at home. Projects at home which involves staffs and talk and then have them come in
Sports Night
blank
Maybe if there were something like father and son program

21)
Employment

6 work full time	3 work part time
3 work odd jobs	21 receive public assistance
12 use WIC program	5 receive Social Security
1 receive unemployment benefits	

other: missionary/foster care

22)
Household income level

19 0 - $9,999 6 $10,000-$14,999 3 $15,000 or more

23)
____How many people in your family?6,4,5,n,na,5,6,7,9,7,7,9,6,5,4,6,4,4,7,5,5 3,3,4,3,8,5,4,5,5,4,4,5
____How many children?n,2,4,n,na,4,4,6,7,6,6,4,3,4,2,3,5,3,4,2,2,2,1,7,3,3,3, 4,3,3,4
____How many adults?n,2,1,n,na,1,2,1,1,1,2,1,1,2,2,1,2,2,1,1,1,2,2,1,2,2,2,1 1,1,2

24)
How are the adults (including yourself) living in the house related to the children?

Relation	Age	Years of School
____Mother	_____	_____
____Father	_____	_____
____Guardian	_____	_____
____Grandparent	_____	_____
____Sister	_____	_____
____Brother	_____	_____
____Uncle	_____	_____
____Aunt	_____	_____
____Cousin	_____	_____
____Other_____	_____	_____
mother, sister, brother	n	n
mother, father	38,34	12
mother	30	
blank		
na		
mother	22	11
mother, father	27,26	12 (some college)
blank		
mother, brother/uncle	41,19	11, 12
mother		
mother	27	
mother,father		12
mother		12
mother	31	10
mother, father	37,30	12
mother,father	25,26	12
mother	25	11
mother, father	33,34	14,13 (some college)
mother,father	31,36	12
mother	33.5	12 years, 2 yrs tech school
mother	20	10
mother,father	33,37	12, 14 (some college)
mother,father	26,30	1 yrs college, 3 yrs college
mother	29	
mother	27	11
mother	36	12
mother,grandparent	24,46	GED
mother	29	11
Blank		
Blank		
Blank		
Blank		

12)
What things do you do with your child at home?

_____Listen to child's reading/stories
_____Talking with children about school
_____Read stories together
_____Help with homework
_____Other _____

13)
What kind of activities would most help your family to help your child?

_____ GED/pre-GED (math/english classes)
_____ English as a second language
_____ vocational evaluations
_____ keyboarding/word processing
_____ other work training
_____ skills review (preparing for college or technical school)
_____ Jazzercise
_____ parent support group
_____ computer workshop
_____ Family Story Time
_____ other_____
Please specify _____

14)
What other things do you think would help your child with school?

_____Reading club
_____Big Brother/Big Sister Program
_____Math Club
_____After school projects
_____Other _____

15)
What kinds of things would you like to learn for yourself? (Get a GED, math, how to help your child with homework, word processing, typing,etc.)

16)
What do you want your child to do with his or her education?

17)
Are you aware of the programs offered by Family Literacy and Family Enrichment at Gavin School? _____yes _____no

Have you ever participated in the family enrichment program for families with children ages 0 to 3 years old? ____Yes ____No

If yes, what did you like about it?

18)
Have you ever participated in the family literacy project at Gavin School (GED and computer classes)? _____ Yes _____ No

_____ GED class
_____ play group
_____ computer workshop
_____ Storytime
_____ keyboarding/word processing
_____ parenting classes

19)
More women than men come to school programs. Why do you think this is true?

20)
What things do you think would encourage more men to come to school programs?

21)
Employment

_____work full time
_____work part time
_____work odd jobs
_____receive public assistance
_____use WIC program
_____receive Social Security
_____receive unemployment benefits

22)
Household income level

_____ 0 - $9,999 _____ $10,000-$14,999 _____ $15,000 or more

23)
_____How many people in your family?
_____How many children?
_____How many adults?

24)
How are the adults (including yourself) living in the house related to the children?

Relation	Age	Years of School
____Mother	_____	_____
____Father	_____	_____
____Guardian	_____	_____
____Grandparent	_____	_____
____Sister	_____	_____
____Brother	_____	_____
____Uncle	_____	_____
____Aunt	_____	_____
____Cousin	_____	_____
____Other_____	_____	_____ _____

INTERVIEW GUIDE

Hello my name is _____ and I am helping with a survey for the family literacy project of Prairie State.

(Introductions)

They are trying to find out what the families at Gavin think about school and programs. We will fill the survey out together and talk about some of the questions. (if you are going to tape the session, talk about this at this time and get people's permission).

(hand out survey and assist with filling it out)

(Interviewers can go through and read each question and discuss after people complete the survey)

Questions for Discussion

3)

If people have not visited the school, discuss the reasons why they have not visited. Possible questions: Are you uncomfortable? Have you been asked to visit? Is it hard for you to get there? Do you need someone to watch your other children?

4)

Discuss those feelings. Possible questions: Have you thought about why you feel the way you do when you visit the school? What kind of memories do you have about school?

5) and 6)

If people like things about the school that are not on the list, get them to talk about those things. If they want some changes, find out what they are. Possible questions: Do you want teachers to call you at home more? Do you like the teacher's attitude? Would you like more programs for families?

9), 10), 11) and 12)

If someone does not think parents should be involved, ask why. Find out what things (that are not on the list) they think are important for parents to do. Possible questions: What things do you think all parents should do for their kids in school? What things would you do with your kids if you had time or knew how to do them?

15) and 16)

Possible questions: Do you want to learn to read better? Would you like to brush up on your math? Would you like to learn how to use a computer? Do you think if your child does well in school they will able to get a good job? Do you want them to go to college? To a technical school to learn computer skills, plumbing, construction, electronics, etc?

17)

Possible questions: Do you think family programs help families find time to be together? Did you like learning things together? Did it give you a chance to meet the teachers? Did it make you feel more comfortable being at the school?

19) and 20)

Possible questions: Do men feel less comfortable at school than women do? Why or why not? Are the activities offered things that would interest men? If there were sports nights would men be more likely to come?

For more information on the Prairie State College Family Literacy Project or on this survey and report, contact us at the address below. For additional copies of the report, please enclose $3.00 each, payable to Prairie State College.

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